

364. SOCIAL STUDIES STANDARDS.

Standards for Critical Thinking and Analytical Skills as well as standards for Evolution of Democracy are listed separately and intended to apply to all social studies courses.

01. U.S. HISTORY. These United States History standards, organized thematically, are based on the assumption and expectation that knowledge of history is a precondition of political intelligence. Without historical literacy, our students have no understanding of the past as it relates to the present and shapes the future. The key skills and knowledge students must acquire and develop in U. S. History include: the understanding that history as a discipline in a democratic society is based on the Jeffersonian principle that the most effective means to prevent the perversion of power into tyranny is to maintain an educated population; an understanding that history is an interaction between the events of the past and the perspectives of the present; an understanding that history requires the critical analysis of cause and effect and the organization of events both chronologically and thematically; and an understanding that history is created by people making decisions in the face of a variety of factors including, but not limited to, considerations of geography, politics, economics, and culture.

02. GOVERNMENT/CIVICS. The goal of education in government and civics is informed, responsible participation in political life by competent citizens committed to the fundamental values and principles upon which American society is based. Ultimately, a free society must rely on the knowledge, skills, and virtue of its citizens and those elected to public office. Civic education, therefore, is essential to the preservation and improvement of American representative government.

“I know of no safe depository of the ultimate powers of the society but the people themselves; and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take it from them, but to inform their discretion.” Thomas Jefferson (1820).

03. ECONOMICS. The elements of economics transcend several disciplines of study. The analytical study of the unique issues of economics will enable students to understand and appreciate the forces that affect them every day -- at home, in the workplace, in the boardroom, and in the halls of government. The key skills students must develop in economics include: an ability to identify and analyze domestic and global economic problems and alternatives; collect, quantify and organize economic evidence; compare benefits and costs; recognize the essential structure of business; and investigate the consequences of change in economic conditions and public policies. The skills learned in economics will allow students to recognize their multiple roles as consumers, business people, and workers, enabling them to reason logically and to avoid the common errors made by individuals who do not understand sound economic principles and responsible personal financial management.

429. SOCIAL STUDIES STANDARDS - GRADE 4, SECTIONS 430 THROUGH 442.

The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of applications. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

430. CRITICAL THINKING AND ANALYTICAL SKILLS.

Standard – The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Acquire critical thinking and analytical skills.	a. Chronologically organize the events that led to Idaho becoming a state.	i. Create a timeline of the events that led to Idaho statehood. ii. Create a bulletin board of student-drawn or pictures collected of events leading to statehood.

	b. Identify current events involving the state of Idaho.	i. Create a student-generated newsletter. ii. Participate in spontaneous discussions.
	c. Explain how all cities, regions, and states have histories.	i. Provide an oral presentation of how cities, regions, and states have histories. ii. Create and present a HyperStudio or PowerPoint presentation of an Idaho city.
	d. Differentiate between fact and opinion, cause and effect, and identify different points of view.	i. Given four pieces of information, determine which selections are facts or opinions. ii. Write a paragraph of choice reflecting cause and effect.
	e. Gather and use information on Idaho history from primary and secondary sources.	i. Interview a Native Idahoan regarding their life when they were young. ii. Research and display the habitats of Native Americans in Idaho.

431. EVOLUTION OF DEMOCRACY.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the evolution of democracy.	a. Evaluate and interpret the concepts of popular consent, respect for the individual, equality of opportunity, and personal liberty.	i. List the rights and privileges that early Idaho or Native American children had compared to the rights and privileges of children today. ii. Have a class meeting and make decisions about any problems or activities that have come up.
	b. Know how Native Americans and early Idahoans governed themselves.	i. Create a Venn diagram comparing the governing of Native Americans and early Idahoans. ii. Identify examples of social and political leadership in Idaho.

432. EXPLORATION AND EXPANSION.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the role of exploration and expansion in the development of the United States.	a. Identify early inhabitants of Idaho.	i. List the seven tribes of Idaho. ii. Create a map showing the regional areas of the seven tribes of Idaho.
	b. Identify and verbalize the motivations of some of the early explorers to Idaho.	i. Compare and contrast the motivation of English and American exploration of the Oregon Territory. ii. Through an oral or written presentation, pretend you are an early explorer of the Oregon Territory and explain motives for exploration.
	c. Explain the accomplishments, significance, and outcomes of the Lewis and Clark expedition.	i. Write a journal entry and pretend that you are Lewis, Clark, or Sacajawea. ii. Create a list of important outcomes of the trip.

	d. Describe the lifestyles of the mountain men and explain the Rendezvous.	i. Create a mural showing scenes from the Rendezvous. ii. Do a diorama that depicts the lifestyle of the mountain man.
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433. MIGRATION AND IMMIGRATION.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the role of migration and immigration of people in the development of the United States.	a. Identify where the ancestors of Native Americans and immigrants originated.	i. Identify origin of own ancestors giving a description of their food, clothing styles, and shelters. ii. Label on a world map the routes that Native Americans and immigrants took to get to Idaho.
	b. Describe the preparations necessary for the trip west to Idaho.	i. Use the program Oregon Trail on the computer. ii. Write an itemized list of purchases needed to survive on the trip west to Idaho and compare it to an actual list used by the settlers.
	c. Identify the major groups and significant individuals and their motives in the western expansion and settlement in Idaho.	i. Through an oral presentation explain the motives of a group and their leader for coming west. ii. Write a letter convincing family members who were left behind to come west and settle in Idaho.
	d. Describe the role of the discovery of gold and other minerals in the settlement of Idaho.	i. Draw a pictorial sequential timeline of a mining settlement in Idaho. ii. Create a class ghost town.

434. POLITICAL, SOCIAL, AND ECONOMIC RESPONSE TO INDUSTRIALIZATION AND TECHNOLOGICAL INNOVATION.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the political, social, and economic responses to industrialization and technological innovations that have occurred in the United States.	a. Identify some of the changes that have occurred to Idaho society due to technological advances.	i. Compare and contrast the past, present, and future schools. ii. Using a triarama depict schools from the past, present, and future.
	b. Name some of the contributions made by individuals in bringing about industrial changes to Idaho.	i. Given a list of individuals that brought about industrial changes in Idaho, choose one and write an essay, for instance, Albertson, Simplot, or Harriman. ii. List inventions that were created by Idahoans.

435. INTERNATIONAL RELATIONS AND CONFLICTS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand significant conflicts in United States history.	a. Explain how the westward migration impacted Native Americans.	i. Create a timeline of the Nez Perce conflict with the United States Army on a map. ii. Watch the movie "I Will Fight No More Forever," and memorize Chief Joseph's speech.
	b. Describe the involvement of Idaho's veterans in international conflicts.	i. Invite a veteran to speak to the class. ii. Interview a family member who was involved in an international conflict.

436. CULTURAL AND SOCIAL DEVELOPMENT.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the cultural and social development of the United States.	a. Explain the role of missionaries in the development of Idaho.	i. Name different religions that have had an important influence in Idaho history. ii. Place all the missions that were established in Idaho on a map.
	b. Describe ways that cultural groups learn from each other.	i. Role-play a Native American living on a mission and explain how life has changed. ii. Share a story, poem, or legend from a different ethnic group.

437. FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the foundations and principles of the American political system.	a. Identify significant Idaho leaders and their contributions.	i. Make an acrostic poem using any Idaho leader; include what their contribution was to Idaho. ii. Role-play an Idaho leader.
	b. Explain the democratic process in Idaho.	i. List the responsibilities and rights of a good Idaho citizen. ii. Write to a state representative about their job.

438. ORGANIZATION AND FORMATION OF THE AMERICAN SYSTEM OF GOVERNMENT.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the organization and formation of the American system of government.	a. Identify major events that lead to Idaho statehood.	i. Create a class timeline depicting Idaho becoming a state such as Lewis and Clark, explorers, and settlers petition to become a territory. ii. Depict the changes in the shape of Idaho from territory to statehood.
	b. Identify the symbols of Idaho such as the state bird and state seal.	i. Create a flipbook using the symbols of Idaho. ii. Create a poem for a symbol of Idaho (haiku, shape, concrete, and diamante).

	c. Recognize that a state is divided into local units of government.	i. Create a map of Idaho including the counties. ii. Identify and locate the larger cities in Idaho.
	d. Identify the basic function of the legislative and executive branches of state government.	i. Watch the video "How A Bill Becomes A Law." ii. E-mail the Governor's office or a member of the State Legislature regarding a current state issue.

439. CITIZEN RESPONSIBILITIES AND RIGHTS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand that all citizens of the United States have responsibilities and rights.	a. Describe ways in which citizens can participate in public life.	i. Prepare a newspaper article that features a peer being a good citizen. ii. Perform an act of volunteerism that helps another individual such as raking leaves or visiting an elderly person.
	b. Identify some of the basic responsibilities and rights of a citizen.	i. Develop a list of responsibilities and rights of a class member. ii. Learn the song "Here We Have Idaho" or "Celebrate Idaho."

440. ECONOMIC FUNDAMENTALS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand basic economic concepts.	a. Explain how Native Americans and early settlers met their basic needs of food, water, and shelter.	i. Use a Venn diagram to compare and contrast the basic needs of food, water, and shelter for Native Americans and early settlers. ii. Create a poster showing the natural resources used by early settlers and/or Native Americans.
	b. Explain the concepts of supply and demand and scarcity.	i. Set up a trading post and bargain with each other for items. ii. Given a scenario involving supply and demand, explain the outcome.
	c. Explain the concepts of specialization and division of labor.	i. Create an assembly line and create a product. ii. Analyze own community and create a class list of people needed to run the city.
	d. Identify goods and services in early Idaho settlements.	
	e. Explain the concept of public and private property in the development of Idaho.	i. Participate in a mock debate between Native American and early Idaho settlers on the concept of land ownership. ii. Using an Idaho map, identify public lands.

441. ECONOMIC INFLUENCES.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand there are many influences on economic systems.	a. Describe examples of changes in transportation and communication in relation to economic growth in Idaho.	i. Compare and contrast transportation or communication from the past and today. ii. Make a collage of different types of transportation or communication of the past, present, or future.
	b. Describe how geographic features of Idaho have determined the economic base of Idaho's regions.	i. Debate the use of wilderness areas. ii. Create a booklet of Idaho farm products.

442. GEOGRAPHY.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the spatial organizations of people, places, and environment on the earth's surface.	a. Use geographic skills to collect, analyze, interpret, and communicate data.	i. On a map identify the following regions in the United States: Northeast, Northwest, Southeast, Southwest, Rocky Mountains, and the Pacific regions. ii. Create a map showing various geographic landforms in Idaho.
	b. Locate and label on a map of the world the continents, oceans, landforms, poles, hemispheres, equator, and prime meridian.	i. Point out on a map the continents, oceans, landforms, poles, hemispheres, equator, and prime meridian. ii. On a blank map fill in the continents, oceans, landforms, poles, hemispheres, equator, and prime meridian.
	c. Use a number/letter grid to find specific locations on a map.	
02. Understand the migration and settlement of human populations on the earth's surface.	a. Explain past and present settlement patterns in Idaho.	i. Given a group of people, tell why they settled in that geographic region of Idaho. ii. Create a before and after mural showing the environment with and without Native American populations.
	b. Identify the geographic features of Idaho in which people settled.	i. On a map identify the geographic features of Idaho. ii. Create a flipbook that illustrates and explains various features in Idaho.
	c. Compare and contrast one of the following: city/suburb/town, urban/rural, farm/factory, or agriculture/industry.	

03. Understand that human actions modify the physical environment and how physical systems affect human activity and living conditions.	a. Identify ways the land in Idaho has been changed by people, technology, and natural forces.	i. Compare and contrast photos of a town from the past to photos of today. ii. Develop a map showing the major river ways and railways used by early Idahoans.
	b. Explain how machines and technology have affected the natural resources of Idaho.	i. Create a story pretending to be a tree expressing feelings about being harvested and turned into a product. ii. Make a brochure advertising Idaho.